DEVELOPMENT DEPTT. OF EDUCATION AND DEPTT OF CULTURE (Km. SELJA : (a) The information is being collected and will be laid on the table of the Sabha :

(b) The States of Andhra Pradesh, Arunachal Pradesh, Bihar, Madhya Pradesh, Orissa, Rajasthan, Uttar Pradesh and Dadra and Nagar Haveli have female literacy rate lower than the national average.

(c) and (d) Universalisation of Elementary Education, Non-formal Education for School Drop-outs and Adult Education Programmes under the National Literacy Mission form a part of the larger strategy for eradication of illiteracy, particularly among females. Under the National Literacy Mission, which aims at imparting functinal literacy to 80.00 million adult illitrates in the 15—35 age-group by 1995, the principal strategy is the Total Literacy Campaigns. Total Literacy Campaigns are area-specific, time-bound, volunteer based programmes for improving literacy among the target groups including women. So far, 258 districts have already been covered by such campaigns either fully or partly. According to the indications received from various districts a majority of the enrolled persons are women.

Teachers posted in Kendriya Vidyalayas in Indore

1659. SHRI MISA R. GANESAN : Will the Minister of HUMAN RESOURCE DEVELOPMENT be pleased to refer to the answer to Unstarred Question 3384 given in the Rajya Sahba on the 24th December, 1993 and state; :

(a) whether it is a fact that many teachers have been posted in Kendriya Vidyalayas of Indore despite the fact that their posts do not exist in the concerned Vidyalayas; and

(b) if so, the details thereof and the reason justifying such postings ?

THE DEPUTY MINISTER IN TH MINISTRY OF HUMAN RESOURCE DEVELOPMENT (DEPTT. OF EDUCATION & DEPTT. OF CULTURE (Km SELJA) : (a) and (b) The teachers in various grades are posted to each Kendriya Vidyalaya generally according to the sanctioned strength which is determined each year based on the nrolment of the students. If the number of teachers in a particular grade is temporarily in excess because of the change in the sanctioned strength, they are posted/adjusted as per transfer guidelines.

As on date, in Indore, in two schools having sanctioned strength of 92 teachers, 96 teachers are working, but they are within the overall sanctioned strength of vidyalayas located in the Region. Four teachers in Indore who are in excess of sanctioned strength are thus to be adjusted/posted during annual transfers as per transfer guidelines.

Presidents of KVS association, nominated as members of board of governors

1660. SHRI SARADA MOHANTY : Will the Minister of HUMAN RESOURCE DEVELOPMENT be pleased to state :

(a) whether it is a fact that Presidents of six recognised associations of KVS' employees had been nominated in 1991-92 on Kendriya Vidyalaya Sangathan and its Board of Governors ex-officio;

(b) if so, the details of those nominated first alongwith the details of associations of which they were presidents;

(c) whether it is also a fact that the member ship of a few of the first appointees term inated with their cessation of their presidentship of the association but membership of others continued even after their not continuing as president of their associations; and

(d) if so, the details there of and justification therefor in each case ?

THE DEPUTY MINISTER IN THE MINISTRY OF HUMAN RESOURCE DEVELOPMENT (DEPTT. OF EDUCATION AND DEPTT. OF CULTURE (Km. SELJA) : (a) and (b) The Memorandum of Association and Rules of the Kendriya Vidyalaya Sangathan as registered under the Societies Registration Act, provide for both ex-officio membership and nominations by the Government of India at any time. In December, '91 six persons who were then employees of the Kendriya Vidyalaya Sangathan, were nominated as members for a period of 3 years as per details given below :

1. Shri H.S. Bansal	Assistant, KVS Headquarters
2. Shri M. Sadanandan	Head Clerk, KV Bangalore
3. Shri K.M. Yadav	T.G.T., KV Lucknow
4. Shri B.D. Kaushik	T. G. T., KV New Delhi
5. Shri S.S. Jayas	P. G. T. (Since retired)
6. Dr. G.S. Shukla	Principal (since retired as Education Officer)

(c) and (d) No, Sir. Since there is no provision in the Memorandum of Association and the Rules of Kendriya Vidyalaya Sangathan for ex-officio representation of employees associations in the Sangathan, the question of termination of such membership does not arise.

Review of National Education System

1661. SHRI RAJENDRA PRASAD MODY : Will the Minister of HUMAN RESOURCE DEVELOPMENT be pleased to state :

(a) whether Government propose to review the national education system in the country ;

(b) whether the present system of education has little relevance to the productivity and national development; and

(c) the steps taken by Government to replace the conventional courses with courses to emerging nature which have direct relevance of employment or enterpreneurship to meet the newer challenges of society ?

THE DEPUTY MINISTER IN THE MINISTRY OF HUMAN RESOURCE DEVELOPMENT DEPTT. OF EDUCATION AND DEPTT. OF CULTURE (Km. SELJA) : (a) and (b) The current system of education in the country is shaped and guided by the National Policy on Education (NPE), 1986. The Government is of the view that NPE, 1986 has stood the test of time. Based on an indepth review of the whole gamut of the education system and formulated on the basis of a national consensus, it contains a comprehensive framework to guide the development of education in its entirety. The framework continues to be of relevance. However, the developments during the last few years and experience in the implementation of the Policy necessitated certain modifications. These modifications were tabled in the House on 7th May, 1992.

The national system of education conceived of by the NPE, 1986 is based on the perception that educational development leads to economic development and national self-reliance.

(c) The NPE lays considerable stress on vocationalisation of education with the objective of enhancing individual employability. There is stress also on work experience organised as an intergral part of the learning process. Under the Centrally Sponsored Scheme of Vocationalisation of Secondary Education, financial assistance is provided to States and UTs for starting vocational courses at +2 level.

The University Grants Commission (UGC) has introduced a scheme of restructuring undergraduate courses in general education with a view to making the first degree courses more relevant to environment and developmental needs of the community and linking education with work/field/practical experience and productivity. The core committee constituted by the UGC to develop vocational education in different subjects at the degree level has identified vocational courses in various disciplines for introduction in selected institutions. The basic objective is to develop vocational courses in such subjects/topics which have strong job potential (self or wage). Assistance is also provided to 4 colleges under College Science Improvement Programme (COSIP) and College Humanities and Social Sciences Improvement Programme (COHSSIP).

In the technical education, the All India Council for Technical Education and its Board of Studies review the courses and take necessary steps to replace the conventional courses with courses in emerging areas of technology.

Guidelines for admission to professional colleges

1662. SHRI V. GOPALSAMY : Will the Minister of HUMAN RESOURCE DEVELOPMENT be pleased stae to state